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ABSTRACT

This study reviews current literature relating to methods of selection and recruitment of teachers and describes some of the more innovative techniques suggested by practicing administrators and recruiting agencies. Emphasis is given to the importance of establishing sound criteria and workable techniques of teacher selection, together with methods for allowing dialogues between interviewer and applicant. Among the criteria and requirements given for teacher selection are (1) adaptation to the particular and peculiar needs of the community, (2) an adequate and appropriate salary schedule, and (3) the personal factors relating to the applicants themselves. Various guidelines or techniques which may be developed and used in recruiting programs are listed, as is information on college placement offices and procedures for the collection of data. There are also discussions on the interview, innovative methods for teacher selection, technology and teacher selection, techniques for the applicant, and errors in the selection process. Appended are pointers for recruiters, suggestions for developing a salary schedule, a position analysis outline, suggested questions to guide interviewers and applicants during an interview, five interview techniques for teacher selection, and a guide for applicants for teaching positions. (Author/RC)

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CRITERIA AND TECHNIQUES IN THE RECRUITMENT AND SELECTION OF TEACHERS

G. F. Clifford

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I. INTRODUCTION

Teacher recruitment and selection is one of the most important duties befalling educational administrators. The character of a school, the nature of its curriculum, and even its moral tone is largely set by the teachers. Following several decades of rapid expansion when schools experienced difficulty in recruiting qualified teaching personnel, the decade beginning 1970 has been characterized by an over-supply of teachers, and this, in the main, has caused teacher recruiting agencies and educational administrators to reassess the criteria and techniques used to staff schools. This same period has also ushered in a concept of accountability which makes it even more important that competent teaching staff be hired.

Statement of the Problem

The current economic recession, the over-production of qualified teachers, the significant decrease in enrollment rates, and the degree of specialization now required in elementary and secondary schools, make it imperative that traditional criteria and techniques of teacher selection and recruitment be reappraised.

Purpose of the Study

The purpose of the study is to review current literature relating to the criteria and techniques used in the selection and recruitment of teachers. In addition to the more traditional methods of recruitment and selection, this paper will introduce some of the more innovative

techniques developed and propounded by practising administrators and recruiting agencies.

Limitations

Within the terms of this assignment the study can be no more than a survey of a fraction of the total volume of literature on the subject. However, every effort has been made to give a representative picture of the current selection and recruitment scene as well as some indication of future trends in this field.

Delimitations

To be reasonably effective, any study involving so wide and complex an area as teacher recruitment and selection must restrict itself to a specific period or aspect. Because the factors enumerated in the "Purpose of the Study" began to appear in the early 1970's, the literature consulted has been confined, in the main, to journal articles between the years 1970 and 1975. In a few instances reference has been made to books published during this same period.

The paper covers only the criteria and techniques used in the recruitment and selection of teachers.

Definition of Terms

Recruitment: "The process by which qualified persons are informed of positions available on the teaching staff of an educational institution and their potential interest is assessed" (Good, 1973, p. 483).

Selection: "The process of assessing candidates for teaching positions and non-professional employment" (Good, 1973, p. 524).

Need for the Study

Merritt (1971, p. 1) notes that "the selection of teachers is one of the major responsibilities of educational administrators," and "often the administrator's main opportunity to change the character of a school or strengthen its curriculum rests with the decisions he makes about the selection of teachers." In addition to recognizing that the teachers can indeed mold the character and nature of a school, it must be realized that teachers consume, in salaries and related benefits, the greater proportion of the educational dollar. Leaven (1970, p. 24) notes that teachers' salaries represent about seventy percent of current operating expenditures for elementary and secondary schools. It is then essential to know how administrators can recruit and select teachers more effectively. Put in other words, it is important to know which teacher characteristics and abilities represent the "best buys."

In recent years the demad of the labor market, with respect to teachers, has changed significantly, and the reasons for this change are summed up by Lang and Stoops (1968, p. 7) as:

1. The knowledge explosion which has created hundreds of new positions and has made many former positions obsolete; this knowledge explosion has increased federal funding and also the demand for specialized instruction

2. The changing mores of the American culture, resulting in more opportunities for women

3. The increase in technology with the resulting demand for new skills in educational service

4. An increase in teacher mobility--in a study conducted in California, 26.1 percent of the elementary and 40.2 percent of the

secondary teachers employed taught in a state other than California during the preceding year (Lang and Stoops, 1968, p. 7).

While new jobs have indeed been created in the teaching fields, the most significant factor affecting teacher recruitment and selection is the over-supply of teachers. Brautigam (1973, p. 67) presents a number of reasons for the over-supply of teachers. He states that in the late sixties the number of children entering school began to decrease. This immediately alleviated the critical shortage of elementary teachers. Increasing college enrollments as a result of the baby boom of the fifties began to foreshadow the coming over-supply of teachers. The problem was further compounded by the increasing voter resistance to tax increases and the renewal of operating millages. He also notes the curtailment of certain federal programs, coupled with a reduction in teacher turnover.

As a result of these factors, two trends have been noted in teacher recruitment. First, a number of organizations have abandoned their recruitment programs, and secondly they have been content to fill positions with unsolicited and "walk-in" candidates. This has tended to make the recruitment plan virtually non-selective. A reference to current statistics reveals the magnitude of the over-supply of teachers. Sivulich (1974, p. 51) notes that by the late seventies the supply of beginning secondary school teachers may well exceed the national demand by between three hundred and four hundred percent. In the case of elementary teachers, it may be in the range of two hundred percent. Based on present employment figures, this means that by 1979 the nation could have a surplus of a quarter of a million beginning teachers. Sivulich further presents the department of Health, Education and Welfare statistics, and notes that as a result of the bumper crop of babies of the early fifties

graduating and entering the labor force in the seventies, more than a million potential teachers will be surplus to needs within the next four or five years. He states that "with the current teacher supply exceeding demands and with school personnel administrators deluged with applications, the educational administrator is forced with an important decision: whether to expend financial and human resources for recruiting purposes, or to wait for the walk-in or write-in candidate" (p. 51). Whaling (1971, pp. 4 & 5), in listing department of labor projections, notes that the severe teacher over-supply may result, by 1980, in an anticipated 4.1 million teachers competing for 2.4 million teaching jobs. In a survey conducted by the editors of "Nation's Schools" (October, 1971, p. 38) some administrators reported receiving as many as seventy-five applications per opening.

The whole situation is compounded by the fact that there are other considerations which are detrimental to the recruitment of teachers. Lang and Stoops (1968, p. 17) list several attitudes which made recruitment even more difficult for the administrator. The more significant of these are: public apathy about education, the all-too-frequent conflict between teacher and administrator, and low teacher morale. An additional factor (McGreal and Hughes, 1971, p. 399) is that many teachers have self-imposed limitations and restrictions. Teachers insist on certain conditions which restrict their availability for employment. These include geographic, job level, grade level, work load, organizational size, and similar restrictive conditions. They note that "many of the unemployed qualified teachers are unemployed because they have not removed these restrictions, and not because there are no vacancies" (p. 399).

At this time, when the selection of teachers is of increasing

significance, it is well for administrators to note the conditions of employment which attract well qualified teachers. These are summarized by Lang and Stoops (1968, pp. 14-17) as:

1. Salary and fringe benefits

2. The use of para-professionals for many of the non-teaching duties normally required of teachers

3. The geographical location

4. The socio-economic background of the community

5. The opportunity for innovation

6. The personnel policies, including leaves, sabbaticals, and visiting days, etc.

An adequate recruiting program is further stressed by Budahl (1970, p. 26), when he notes that in the selection process good human relations must be evident. Too often applicants for teaching positions are regarded as numbers and statistics, and the casual way their applications are handled cause them to seek employment in fields other than teaching.

II. CRITERIA AND REQUIREMENTS FOR TEACHER SELECTION

While statistics reveal clearly that there is an over-supply of trained and qualified teachers, and because of this there is a tendency for administrators to become complacent and lax in the rather onerous process of teacher selection, it is essential that administrators know and understand their responsibilities in the selection of teachers. Today's recruiting officer or administrator is in quite a different position from that of those seeking to employ teachers a decade ago. McGreal and Hughes (1972, p. 70) notes that "today's recruiting and selecting game, however, is a whole new one, with its own set of rules and its own strategy." This chapter will propose guidelines and criteria, gleaned from a variety of authorities, which an administrator may follow when developing a selection program.

Unfortunately there is no one program, or single criterion best suited to staff selection. Any program must be adapted to the particular and peculiar needs of the community. Bolton (1973, p. 56) notes that "in developing criteria for teacher selection, consideration must be given to the complex interaction of teacher behavior, learner behavior, and environmental factors in the teaching-learning process." This statement suggests that a needs assessment survey would be in order. This procedure is supported by McGreal and Hughes (1972, p. 70) when they emphasize that both boardmen and administrators should know exactly what their district staffing needs are. They further suggest that out of a needs assessment, goals in terms of grade, subject, and general attainments be

developed. Appendix 1 presents a table of "pointers to recruiters" as developed by McGreal and Hughes (1972, p. 70).

One very important consideration is that of an adequate and appropriate salary schedule. By and large the salary schedule or the amount of remuneration granted teachers will determine the quality of applicant. Suggestions for the development of an appropriate salary schedule, again drawn from McGreal and Hughes (1972, p. 70) is given in appendix 2.

The development of educational goals by the administrators and the community will enhance the determination of what teacher behaviors or results of behavior should be expected from an applicant. These goals will guide in the hiring or rejection of applicants. Bolton (1973, p. 50) suggests that in identifying the number and quality of teachers needed to meet the goals of the community, a [illegible]ion model be established. He presents the needs-determination model developed by Brown, which illustrates the interaction of student needs, educational resources, and staff accomplishment (p. 52). It goes without saying that administrators wish to select the best applicants available, and Lang (1974, p. 35) suggests three considerations that a practitioner should be aware of.

1. There should be a clear definition of the teaching job or position.

2. The responsibility for the selection of the candidate should be clearly defined.

3. Local conditions must be taken into account.

Bolton (1973, p. 57), in his book, Selection and Evaluation of Teachers, draws heavily on the Position Analysis Outline (PAO), as

developed by Palmer, to assist in selection decisions. The outline is given in appendix 3.

Bolton suggests that, in identifying the selection criteria, the following ideas be considered:

1. A limited number of behaviors should be selected, thus increasing the reliability of measurement by staying within the capacity of observers

2. Behaviors should be reliably measurable, operationally defined, and focused on specifics

3. Behaviors should differentiate and not overlap

4. Behaviors should be related to the values accepted by the community.

5. Behaviors should include verbal interactions and non-verbal communications and action both in and out of the classroom situation

In the selection process and in the development of selection criteria, recruiters and administrators should be aware of certain practical aspects related to the economic situation of the community and also the educational requirements for teachers in a particular situation. This is illustrated by Caress (1971, p. 393) where he notes that there should be a preference for teachers with dual-licencing. By this he refers to teachers having a major in one subject, and a minor in another subject, as opposed to those with a comprehensive major in one subject area only. Obviously the employment of persons to teach in more than one subject area allows for flexibility in the scheduling of classes.

In setting up a recruiting program, there are areas of investigation in which enquiry is appropriate and which provide the recruiter with an adequate knowledge of the background of the applicant. According to

Lang and Stoops (1968, pp. 41-43) appropriate areas of enquiry are:

1. The applicant's student teaching experiences
2. The applicant's knowledge about the district
3. The applicant's dedication to teaching
4. The applicant's idea of responsibility and attitude to authority
5. The applicant's ability to adapt
6. The applicant's interpersonal relations
7. The genuineness of the applicant

Most large city school systems are attempting to increase minority group representation in the teaching profession. Placement directors at minority institutions of higher learning report a steady increase, in the last decade, in the number of employers interviewing students (Plain, 1972, p. 216). The same author, in enlarging on this practice, suggests six procedures which appear useful in recruitment. These are:

1. The development of a sound cooperative association between the selected colleges and the school system
2. Adequate preparation for the interview visit
3. Possible revised certification standards and screening processes
4. On the job training for teacher aides
5. Improving the district's reputation
6. Interest in the applicant

Administrators must also be cognizant of the sources of qualified and capable teachers. Caress (1971, p. 594), in a survey to determine, among other things, some of the factors which affect the selection of new teachers, notes that by far the vast majority of teachers are

recruited from among student teachers who had previously practiced in that district. In addition some ninety percent of the superintendents surveyed indicated that the placement service provided by a college or university was vital to their recruiting program, while commercial recruitment agencies were but little used by superintendents for teacher recruitment.

In developing criteria for the selection of teachers, Alberti (1974, p. 288) notes that in most cases the selection of qualified teachers is based on the information contained in the application, upon references, and upon the personal interview. In the recruitment program he suggests that the following six qualities be taken into consideration:

1. The personal and social characteristics of the applicant
2. The ability and accomplishments of the applicant
3. The competence in the chosen teaching areas
4. The appearance of the applicant
5. The curricula and ex-curricula training of the applicant
6. The physical fitness and training of the applicant

Lang and Stoops (1968, p. 38), in addition to considering the above characteristics essential, include the following:

1. General intelligence, including an ability to understand students
2. Good verbal facility enabling a teacher to express himself
3. Evidence of moral and personal prerequisites such as patience, consideration, emotional stability, good judgment, and maturity.

In summary, it is important that administrators develop adequate and realistic criteria to guide them in the selection of teachers. These criteria should include the academic experience and qualifications

of the applicant and the moral and personal characteristics of the applicant.

Such practical factors as the economy, the financial ability, and the desires of the community must be considered, in addition to the personal factors relating to the applicants themselves.

III. TECHNIQUES IN RECRUITMENT AND TEACHER SELECTION

Investment in every school employee is considerable, and, in addition, future educational leadership is related to present recruitment policies. It is obvious that the potential for waste of every kind is enormous and especially so if recruitment programs are inefficient and ineffective. Recruitment programs must, therefore, be continuously evaluated and updated to ensure that they are accomplishing their intended goals (Sivulich, 1974, p. 55). It is important that recruiting practices reflect both long and short term needs, and the educational goals of the organization or district for which teachers are recruited. Bolton (1973, p. 62) suggests general guidelines or techniques which may be developed and used in the recruiting programs. These guidelines include:

1. Developing close relationships with colleges and universities
2. Sponsoring visits to the district by placement directors
3. The sending of minority employees to visit, to help identify prospective candidates from minority groups
4. Participation in "career day" programs on college and university campusses
5. Providing speakers to talk to classes or groups of students on campusses
6. The sending of curriculum materials to colleges and universities for use in curriculum classes
7. Encouraging employees to ask friends to apply for employment

8. The establishment of temporary recruitment centers in given geographic centers

9. The preparation of brochures and visual aid media for promotion

10. Advertising in newspapers and other news media for applicants

Because of the current over-supply of teachers, it is possible for the recruitment program to degenerate into a passive program where the field of selection becomes limited to the "walk-ins" and the "write-ins". McGreal and Hughes (1971, p. 402) suggest that the over-supply of teachers can, and should, work to the advantage of employers. They present the following guidelines for setting up a recruitment program:

1. Take advantage of the current over-supply of teachers

2. Note shortages still existing in special service areas

3. Small schools, rural schools, and schools in disadvantaged areas should take more advantage of placement offices

4. Lists should be made of the schools preparing teachers in special service areas

5. Smaller schools should concentrate their recruitment efforts at schools and universities where the student population is drawn largely from the rural areas

6. A rational model for identifying the best and most qualified applicants should be built

The College Placement Office

The college placement office is probably the most universal source of teacher supply. In order to provide the proper service, the placement office has certain responsibilities to the district recruiter, and likewise the district recruiter has certain responsibilities toward

the placement office. These responsibilities are well summed up by Lang and Stoops (1968, p. 25) as follows. They state that the responsibilities of the district recruiter to the placement office are:

1. To keep descriptive information about the district current
2. To keep vacancy lists up-to-date
3. To inform placement officers of the persons they employ
4. To report on the quality of the persons employed through the services of the placement office

And on the other side of the coin, the responsibilities of the recruiting office to the district recruiter are:

1. To treat all districts equitably
2. To inform districts when their literature is obsolete or consumed
3. To make references available in an efficient and economical manner
4. To make appointments with the college faculty upon the request of the recruiter

Collection of Data

Information about prospective teachers may be gained in a variety of ways. Most common media for obtaining information on applicants is given by Bolton (1973, p. 64). He lists six media as:

1. Letters of application and resumes
2. Application and personal history forms
3. Recommendations
4. Placement agency data
5. Certificates held by the applicant or presented by him
6. Interviews

The first five media provide background information and material on applicants, and the sixth, the interview, is the method used to fill in gaps in the applicant's history, and to finalize the selection process. Most recruiters consider the interview an essential, if not the most essential, component of the program. A detailed discussion of it follows.

The Interview

Morris (1971, p. 35) notes that "as barter and bargain again return to education, due to a surplus of teachers, the skills of the interview will become increasingly significant to both parties." The interview provides both the person being interviewed and the interviewer the opportunity for dialogue, and while the initiative is usually taken by the interviewer, Morris suggests that questions may well come from "either side of the conference table" (p. 37). During the initial interview with the recruiter or superintendent, questions of a general nature are explored, and Morris presents a list which he suggests might guide the interviewer. This list is given in appendix 4. Subsequent interviews, with perhaps the building principal, delve into specifics, and the type of question that may be asked by the applicant is given in appendix 5.

The value of the interview lies in the degree to which the characteristics of the applicant can be ascertained by the interviewer. Alberti (1974, p.288) gives six characteristics which should be noted by the interviewer during the interview. The applicant should possess good verbal ability, have at least average intelligence, possess an adequate knowledge of the subject to be taught, give evidence of inventiveness, imagination and insight, display a degree of moral and personal

prerequisites, and have a degree of physical energy and drive.

Dewitt (1973, p. 20) sums up, very succinctly, the importance of selecting teachers who are not only expert in academic areas, but who are also "sincere, authentic, compassionate people who have the sensitivity and skill to effectively deal with the problems beneath the problem." He suggests that recruiting techniques be devised to enable administrators to obtain insights into the feelings of applicants. In particular, he suggests that the following approaches might be used by the interviewer to determine the applicant's degree of receptiveness toward effective instructional skills.

1. The interviewer should endeavor to break down communication barriers by having the applicant share experiences about himself

2. The applicant may be asked to indicate preferences on concepts or issues

3. The interviewer may use continuums to observe the applicant's problem-solving ability

4. The judicious use of an "I like" list

5. The use of autobiographical questions

The complete text of the five approaches, as suggested by Dewitt, is given in appendix 6.

Diamond (1974, p. 56) advocates the group interview technique. He suggests that the interview should be shared between faculty, community, and even the student body. He gives as a benefit of the group interview technique the fact that students and staff, in his experience, are most cautious and thoughtful in the hiring process. The group interview, he considers, is fairer and more satisfying to the applicant as it is more free from one person's bias. A secondary advantage,

by no means unimportant, is the fact that involvement of teachers and students in the hiring of new faculty reduces the alienation of teachers and students to administrators. He emphasizes that the group interview is not an interrogation, but rather a two-way discussion, with the applicant asking perhaps as many questions as anyone. This group interview technique is time-consuming and, therefore, to expedite the process Diamond suggests the following steps:

1. All persons should be screened, initially, by one person; this eliminates all but a few of the best candidates

2. The resulting successful applicants appear before a screening committee for a brief preliminary interview

3. This screening committee reports to the total faculty, and the applicant is either rejected or receives an invitation to appear for the principal interview

4. An extended visit is arranged for successful applicants to the school, and at that time visits with teachers and students are arranged

5. The final selection of the candidate is made by the faculty on the basis of the final visit

In his very excellent article, Diamond does indicate that care must be taken not to make this group interview experience a traumatic one for the applicant, but rather it should be an opportunity for acquainting him with the teaching situation for which he has applied.

Bolton (1973, p. 72) notes several errors, or pitfalls, of the interview technique, and suggests that for maximum efficiency the following areas be avoided:

1. The phrasing of questions that can be answered by a simple

yes or no

2. The asking of unimaginative questions resulting in ready-made or stock answers

3. The asking of leading questions which themselves suggest the proper answers

4. Giving questions and comments that are not neutral and which reveal the interviewer's attitude

5. The asking of irrelevant questions

6. The asking of questions already answered on the application form, or asking for information which is already available to the interviewer

An Innovative Method of Teacher Selection

While school systems have long relied upon the interview, and will, no doubt, continue to do so, Kalick (1971, p. 76) notes that few methods actually include a sample of the applicant's actual teaching performance. He suggests that a video-tape of the candidate's actual teaching performance be available. He considers that the advantages of this technique far outweigh its limitations.

Whaling (1971, p. 59) suggests that the "Talent Attraction and Selection System" (TASS) has the ability to attract high calibre employees. This technique was first used in industry, and Whaling considers that it can appropriately be applied in the selection of teachers. There are four steps in the process, namely:

1. Potential applicants are attracted by advertising, in a variety of media, designed to appeal to the out-of-the-ordinary person

2. A telephone "go/no-go" approach is used to cut down on paper work and make it easy for people to respond. The types of questions

posed are of the performance-oriented type, leading to acceptance or rejection. Average time for each telephone interview is twenty to forty seconds

3. Successful applicants are invited for an interview, and asked more performance-oriented questions, as determined by the district's criteria; average time for this interview is thirty minutes

4. Successful candidates are then given a detailed picture of opportunities in the district and told they would be called on a specific date. In the meantime a confidential background check is made on the applicant (with his permission) and this then leads to the hiring decision

Diamond claims that, in a test case under this system, the cost per applicant hired amounted to $361.50, as against some $4,000 per applicant hired under more conventional recruiting procedures.

Dalton (1971, p. 476) notes that too often pupils have been left out of the selection process, when, in fact, they are the ones who are most concerned. He indicates that there is some indication that pupils are able to describe, albeit unscientifically, good and poor teachers. He notes that "whether we defend or condemn such evaluation, it is, and always has been, part of the real world of teaching" and that "pupils have an . . . uncanny ability . . . to describe good and poor teachers."

Technology and Teacher Selection

The potential of electronic data processing has opened up new horizons in teacher recruitment and selection. The advantages of a computer assisted program is, according to Lang and Stoops (1968, p. 30), that current data about qualified individuals is readily obtainable. There is also instantaneous identification of qualified candidates.

It provides a new form of flexibility in the assessment of a candidates' potential for specific positions. However, the ease with which information is available through electronic processing also raises certain problems, not the least of which is the safeguarding of an individual's rights and privacy. There is also the question of just how much information should be made available to agencies for dissemination on a national and international basis.

Techniques for the Applicant

While most of the information on techniques for the selection of teachers deals with the methods and techniques to be developed by those seeking to recruit teachers, several authors present material helpful to the applicant himself. Naturally an applicant wishes to "put his best foot forward," and the teacher candidate seeking employment will want to support an application with pertinent and relevant information, and such additional information as will display his talents and abilities in their best light.

A suggested list of the information required of candidates is presented most ably by Morris (1971, pp. 36-37). This material is given in appendix 7. In addition to this standard material, McGreal and Hughes (1971, p. 399) give some additional hints which the inexperienced job candidate would do well to note. They suggest that the job candidate

1. Be flexible and not impose undue restrictions upon the employer
2. Be willing to work hard to find employment
3. Present material in a neat and clear manner
4. Develop a one-page resume of training and past experience which may be submitted together with a standard letter of enquiry and

application

5. Use the services of a placement officer for counsel concerning any restrictions he may wish to impose

6. Prepare application materials and begin an active search for a job immediately upon the start of the final year of college

7. Maintain recommendations in a credential file

Errors in the Selection Process

This chapter would not be complete without a brief overview of common errors in the selection process. Merritt (1971, p. 1-4) notes what he calls "attitude congruency." This is defined as the "imprecise impressions which interviewers form of candidates." There is evidence that principals prefer candidates with attitudes similar to their own. This results in principals showing greater attraction to poorly qualified candidates with attitudes similar to their own, than to highly qualified candidates with dissimilar attitudes. This bias also affects the interpretation which the interviewer makes of what the interviewee says. There may be a definite negative correlation in the interview method in this respect.

Further problems arising in the selection process are given by Bolton (1973, p. 83) and these may best be summarized as:

1. The careless treatment of candidates
2. The hyper-dependence on expert opinions
3. The misjudgment of job requirements
4. Resorting to stopgap appointments
5. The stereotyping of prospective candidates
6. A disregard for the organizational personality

7. A disregard for the candidate's personal compatibility with present staff

In spite of the fact that certain qualities, such as the qualities of leadership, growth potential, and positive self-image, are almost impossible to define, it is nevertheless important for administrators and those seeking to recruit teaching staff to develop sound criteria and workable techniques of teacher selection, so that in this period of over-supply, the best talent and the most able teachers are recruited to staff the schools of the nation.

APPENDIX 1

POINTERS TO RECRUITERS

Teachers with liberal arts backgrounds can add diversity to a staff, and teachers from geographical areas outside the local one can give the faculty a more cosmopolitan outlook.

Not all districts need teachers with above-average levels of training; inexperienced teachers may be able to fulfill some objectives.

Recruiters who interview teachers from only one or two "favored" institutions may be developing a staff with a limited or even a slanted outlook.

To find those hard-to-find teachers (the ones who teach industrial arts or special education courses, for example), recruiters should maintain an updated list of specialized training institutions.

Recruiters should maintain close contact with college placement officers--even when their schools aren't looking to fill specific openings.

School boards should develop a logical pattern for interviewing (who interviews whom for what jobs), and anyone involved in interviewing should be trained in its techniques.

Someone should design application forms, courtesy letters to go to all applicants, letters to go to placement officers when their candidates are hired, and informational material to acquaint candidates with the school and community.

Husband-wife teaching teams shouldn't be discouraged summarily; they can help reduce staff turnover and add stability to the faculty.

McGreal and Hughes, 1972, p. 70

APPENDIX 2

SUGGESTIONS FOR DEVELOPING A SALARY SCHEDULE

A schedule that focuses on high beginning salaries at the expense of better salaries for experienced people can result in high teacher turnover and inexperienced staffs.

If your district schedule allows for only a minimum of credit to be given for experience gained in other districts, your schools may be discouraging experienced and qualified individuals from applying.

Schedules that compensate teachers who continue their educational training often result in a general upgrading of staff.

Adequate and reasonable fringe benefits should supplement most salary schedules.

After you have found and hired qualified teachers, guard against losing them. You can if you avoid such needless mistakes as:

Delayed and complicated teacher contracts.

Casual rather than specific orientation programs.

Failure to give new teachers sufficient time to study materials.

Neglect of such niceties as help in finding housing and making proper introductions to the local citizenry.

McGreal and Hughes. 1972, p. 70

APPENDIX 3

POSITION ANALYSIS OUTLINE

I. General Nature of the Position
   A. Broad goals of the system
   B. Organizational structure of the system
   C. General expectations of the teacher
      1. In the classroom
      2. In relationships with members of the organization
      3. In relationships with external groups or individuals

II. Static and Dynamic Features of the Position
   A. What is likely to be more important at the beginning of the assignment?
   B. What is likely to change?
   C. What is likely to influence this change?
   D. How will this position be affected by other people?
   E. How accepting is the community?
   F. What is the nature of the students?

III. Teacher Behaviors
   A. Required
      1. In the classroom
      2. In relationships with members of the organization
      3. In relationships with external groups or individuals
   B. Desired
      1. In the classroom
      2. In relationships with members of the organization
      3. In relationships with external groups or individuals

IV. Teacher Characteristics Sought
   A. Aptitudes
   B. Skills
   C. Social requirements
   D. Interests
   E. Physical

Palmer in Bolton, 1933, p. 58

APPENDIX 4

SUGGESTED QUESTIONS TO GUIDE INTERVIEWER

1. What is your district's philosophy of education?
2. What is the salary you are offering?
3. What is the length of the school year?
4. Is there an orientation session for new teachers?
5. What size room and how many grades will I have?
6. Are there consultant services available?
7. Are there supervisory services available?
8. What type criteria are used for evaluating the degree of success in teaching?
9. What are the opportunities available for promotion?
10. Do you have these fringe benefits?
    a. Health insurance
    b. Liability insurance
    c. Duty-free lunch hours
    d. Substantial leaves
    e. Conferences and planning periods
11. May I participate on curriculum planning committees?
12. What special duties will be involved in this assignment? School camping? Club sponsor?
13. What type of sick leave policy do you have?
14. Is the school involved in a breakfast program? Lunch program?

15. Will I ride the buses?

    Is this a transported classroom?

16. Are there mandatory obligations to join certain professional organizations?

17. Do you have a dress code?

18. What is your philosophy concerning classroom discipline and behavior modification?

19. What types of requirements do you have for salary advancement?

20. Do you subsidize graduate education?

21. What type of retirement plan do you have?

22. Will there be opportunities for extracurricular and summer employment?

23. What are your policies concerning reporting pupil progress?

    Report cards? Grades?

24. Do you have a policy concerning homework?

25. Do you offer tenure?

Morris, 1971, p. 37

APPENDIX 5

QUESTIONS THAT AN APPLICANT MAY ASK OF A BUILDING PRINCIPAL

1. May I have a "buddy teacher" of whom I may ask simple questions?
2. May I see my book inventory?
3. During a tour of the school, these questions may come up:
   a. May I see my room?
   b. Is it a new room just opening or is it an established room?
   c. If it is a new room, on the first day will the room be fully equipped? Books? Furniture? Supplies?
   d. Where is the yard from my room? Which route do my students take?
   e. What are the emergency procedures for fire and windstorm?
   f. Where is the nurse's office? When is she on duty? What policy does the school have concerning first aid?
   g. Where are these rooms?
      1. library
      2. lunchroom
      3. gymnasium
      4. book mobile parking zone
      5. auditorium
      6. audio-visual room
      7. storerooms
      8. faculty room
      9. smoking area (if needed)
      10. lavatories
4. May I see the class list?
5. What type tests do you use to evaluate the child's progress?
6. A review of some of the same questions used in the central office, especially those concerning philosophy of education, discipline, resources, and teacher evaluation would be in order.

7. Will there be special teachers to assist in the educational program? Art? Music? Physical Education? Foreign Language? Reading? Speech?
8. What type library facilities are available?
9. What extra assignments will be carried by this teacher? Christmas Program? Spring Festival? Science Fair? Representative of professional organization? Club sponsor?
10. What supplies are available?
11. May I see the curriculum guides? Course of study?
12. How would I notify you if I were to be absent?
13. Do you have a copy of the rules and regulations under which we function?
14. Will I have financial resources to take field trips?
15. Are lesson plans required? If so, what form or style do you prefer?
16. Do you wish the teachers to make home visits?
17. Do we have professional visiting days?
18. Do you have any particular regulations you would like me to become acquainted with concerning the school operation?
19. May I meet the staff?
20. Which evenings do you want us to set aside for meetings?

Morris, 1971, p. 38

APPENDIX 6

FIVE INTERVIEW TECHNIQUES FOR TEACHER SELECTION

Until very recently, teaching applicants have had a seller's market for their services. Now, in the buyer's market, school administrators can afford to be more selective in choosing their teachers. Affective instructional skills should be high on the priority list.

Below are five approaches an interviewer might use to determine the applicant's degree of receptiveness toward affective instructional skills.

I. Breaking Barriers with the Applicant

Purpose: To observe the applicant's reaction to sharing some of himself with the interviewer, and to learn what the applicant's values are by interacting on some aspects of his life which he may not have previously considered important.

Examples:

1. Have him take an article from his wallet and discuss with you how it illustrates something about his life or how it symbolizes something important to him.

2. Have him share what he considers a sucessful experience, particularly at an early age, possibly the age level of the children he will teach.

3. Have him share a peak experience of his life or other experiences which might make him more real to you.

4. Have him share with you how he would spend money: "If given $300,000 to spend to improve elementary education, how would you spend it?"

II. Rank Ordering

Purpose: To expose to the interviewer the applicant's preferences on different concepts or issues. In rank ordering a person is given at least three items to place in the order that he prefers. The interviewer may or may not ask for clarification or discussion.

Examples:

1. To have . . . a. a comfortable life, b. an exciting life, c. a sense of accomplishment

2. To have . . . a. family security, b. freedom, c. equality

3. To have . . . a. inner harmony, b. happiness, c. wisdom

To help identify the importance of feelings versus the importance of material items the interviewer might ask the applicant to rank order the following:

1. Which is the hardest? a. being insulted, b. losing your wallet, c. failing in an assigned task.

2. Which would you rather be? a. wealthy, b. respected, c. wise

3. Which would you rather not be? a. ill, b. ugly, c. poor

4. Which do you prefer in yourself? a. loyalty, b. independence, c. contentedness

It is interesting to identify the kind of assignments the applicant would consider least desirable. Which of the three jobs or assignments would be the dullest or least desirable for you?

Examples:

a. To be a lawyer with wealthy clients

b. To be a doctor with poor patients

c. To clean chalk boards

d. To help children put on their boots

e. To surprise children during the lunch hour

III. Use of Continuums

The interviewer will take an issue and present it to the applicant.

Example:

"We have a problem in our school. Although the principal is scholarly, a good organizer, and has the answers for many questions we teachers have, he fails to listen. We have tried in many ways to give him input that might provide solutions to our school problems; but most of the time he interrupts, he is on the defensive, or he very quickly rejects our ideas without giving them careful consideration."

The interviewer then would give the applicant a drawn continuum. (A_____B) He would place ideas on this line in

relation to the two extreme polar positions which might be used to solve the problem. At one extreme could be "picket the principal's office on the issue" and at the other end would be "to praise the principal for his ability to solve problems without teacher input." For example:

Picket _____ Praise

The purpose of the use of the continuum is to get the applicant to open up on an issue and identify some alternatives for solving a problem. It is useful to sense whether the applicant can search out humanistic alternatives to practical problems and predict what the consequences of such choices would be. The interviewer is non-judgmental but plays a role of trying to understand the position of the applicant through clarification.

IV. "I Like" List . . .

One of the penetrating strategies for understanding an applicant is to have him develop quickly a list of 10 things "he loves to do in life, more than anything else." The interviewer should tell the applicant that he will not be asked to share the list. After he has made the list he is asked to code the list as follows:

1. Put a $ sign in front of any item that requires an expenditure of at least $42 everytime you do it.

2. Put an r in front of any item that relates to your religious life or convictions.

3. Put an R in front of every item where there is some risk (emotional, physical, intellectual).

4. Think of a person you love and put an X in front of the item if you hope that the item would appear on his list.

5. Put an F or M if the item would have appeared on your father or mother's list when they were your age.

6. Put a date to indicate when you did it last.

Although the applicant was told in advance he would not need to share the items of the list, the interviewer could ask him to share anything that he learned about himself by doing this, e.g., "I learned that those things I like to do are expensive."

V. Autobiographical Questions

The interviewer should have at his fingertips a series of autobiographical questions that, short of prying, enable him to identify the depth of the applicant's humanism.

Examples:

If you were a teacher in our schools, would you see yourself as a friend to students?

2. If you could change the educational system, how would you change it?

3. What kind of children do you admire most? Which kind do you dislike most?

4. Are you creative? Have you ever invented something or had an "original" idea?

5. How do you usually spend your weekend time?

6. Who makes up your family? In one sentence describe your favorite person in your family, or if you have no favorites, describe each.

7. Write a sentence to describe the person who has had the greatest impact on your life.

8. What do you do best of all?

9. What is it you like the least in people?

10. Is there a public figure you like intensely? Why?

11. Whom have you helped recently and how did you do it?

12. Can you share anything you are very proud of?

13. What book have you read that you enjoyed?

14. Give me two sentences about a movie that depressed you.

Dewitt, 1973, pp. 20-23

APPENDIX 7

INFORMATION REQUIRED OF APPLICANTS FOR TEACHING POSITIONS

1. The Standard Application

When requesting an application, do it by mail. Fill out all segments of the application and do not falsify any item. Even a "fib" may cause complete rejection. Whether requested or not, attach your vita and resume to the application.

2. Vita and Resume

The vita should be a one page overview of your employment experiences as related to preparing for the desired or sought after position. All work experience which indicates your preparation for the position sought should be concisely listed. This listing should be chronological, with the most recent near the top of the list. These five items should initiate your vita:

a. Your official name which corresponds with the I.R.S., birth certificate, social security system, and your institution wherein you did your professional preparation.

b. Social security number.

c. Address with city, state, and zip code.

d. Telephone number with area code.

e. Birth date.

The resume should tell your life. These areas should be described:

a. Your family heritage should include all famous "inlaws and outlaws" who give evidence of good breeding and a stable heritage. Famous relatives or relatives who re in education should definitely be highlighted.

b. Your general educational development should include all activities and events from birth to the completion of your secondary education. Those items which indicate a planned life and a deliberate preparation for teaching should be highlighted.

c. Your professional preparations should contain evidence of life planning and list all awards and goals secured. Do not

underplay those items secured through competition. Be sure to mention those things you did to develop a well rounded personality.

d. Your work experiences should be presented in a clear manner, with names included as quasi-references.

e. Your plans for the present and future should reflect an orderly way of living. Marriage and children should be mentioned in this section if they exist. A definite statement which reflects your desire for constant and continual educational growth should be included.

3. An indication that you have your college degree will be needed with transcripts of all college course work secured for the school system's reference. These must be mailed from college to school district. Those courses (and grades received) which most closely approximate the real world will carry the greatest weight. Naturally, apprentice or student teaching is a capital course.

4. You must be certified by the State's Department of Education in order to teach. Submit a copy of your license.

5. Reference people should be secured prior to submitting their names to the school district. I contend that those individuals directly responsible for the teacher's preparation are poor references, for one is not inclined to give a reference describing one's product in less than glowing terms. My preference for references is as follows:

a. Political affiliations.

b. "Non-liable" educators--this would include those individuals who did not train you, but, rather, were able to evaluate your abilities.

c. The professionals: physician, attorney, clergy.

d. Business and personnel specialists.

e. Friends, relative, teachers.

6. A photograph should accompany your credentials. It should honestly reflect your personality. A conservative photograph will be acceptable for one district and not another. Similarly, a casual photograph will be acceptable to one district whereas it would be unacceptable to another.

Morris, 1971, pp. 36-37

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